

# How to read the Geography K–10 Syllabus — Audio transcript

## Slide 1: How to read the Geography K–10 Syllabus

Narrator: This video helps you to understand how to read the Geography K–10 Syllabus.

## Slide 2: Introduction

Narrator: Each focus area of the syllabus specifies the outcomes, key inquiry questions, content focus and content to be addressed.

The content is divided into sections under content headings in bold.

## Slide 3: Overview

Narrator: Each content heading is followed by at least one content dot point outlining what students are required to investigate.

The content dash points under the content dot points are intended learning. Students investigate the content dot points through the content dash points as they undertake one or more geographical inquiry. Together, the dot points and dash points describe the scope of the content. Students investigate this content material so they can meet one or more of the stage outcomes.

## Slides 4–7: Stage 2: The Earth’s environment – Significance of environments

Narrator: Let’s look at a Stage 2 example. Our focus area here is the Earth’s environment and the content heading is Significance of environments.

The one and only dot point here mandates that students investigate the importance of natural vegetation and natural resources to the environment, animals and people.

The intended learning dash points indicate that students investigate this content dot point through identification of types of natural vegetation, explanation of the importance of natural vegetation to animals and the functioning of the environment, and discussion of the importance of natural vegetation and natural resources to people.

All this is done so the students can meet the outcome GE2-2 and describe the ways people, places and environments interact.

## Slides 8–11: Stage 4: Landscapes and landforms – Landscapes and landforms

Narrator: Let’s turn to have a look at a Stage 4 example. Here the focus area is landscapes and landforms and the first content heading has the same name.

Again, there is only one dot point, which states that students are to investigate different landscapes and the geomorphic processes that create distinctive landforms.

The dash points indicate that students investigate this through identification of a variety of landscapes and landforms, explanation of geomorphic processes that create landforms, and examination of one landscape and its distinctive landforms.

All this is done so that students can meet the outcome GE4-2 and describe processes and influences that form and transform places and environments.

*End of transcript.*